



COMPARATIVE STUDY ON EMOTIONAL INTELLIGENCE AMONG GENERAL EDUCATION, PHYSICAL EDUCATION AND ATHLETES

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ABSTRACT

The objective of the study is to compare the General Education, Physical Education and Athletes on Emotional Intelligence. **Methodology:** For the purpose of the study 47 General Education (both boys and girls), 66 Physical Education (both boys and girls) and 63 National level Athletes (both boys and girls) were selected. The age of the athletes were ranging from 17 to 27 year of age. For the assessment of the data on Emotional Intelligence Scale for Sport Persons (EISS) 2005 by Rajitha Menon A. & Dr. Jayashree Acharya (Sports Authority of India Bangalore) was used to assess the Emotional Intelligence level of the athletes. Descriptive statistics was used to find out the mental toughness level of the selected athletes and to examine the significance differences among the athletes of different sports on mental toughness One Way ANOVA was used and the hypothesis was tested at .05 levels of significance. **Results:** The mean and standard deviation of the factors of Emotional Intelligence Scale for student without sports, physical education and students with sports are Self Awareness (22.96 ± 3.30), (24.67 ± 2.33) and (22.85 ± 3.86), Self Regulation (18.92 ± 3.50), (22.33 ± 4.30) and (22.04 ± 4.86), Motivation (19.50 ± 4.37), (24.33 ± 3.18) and (22.56 ± 3.98), Empathy (22.58 ± 4.08), (21.44 ± 4.36) and (22.81 ± 3.78), Social Skill (19.96 ± 3.74), (23.94 ± 3.39) and (21.22 ± 4.02) and Total Emotional Intelligence Score (103.92 ± 12.43), (116.72 ± 10.42) and (111.48 ± 13.16) respectively. To compare the Emotional Intelligence of the selected sports athletes, the one way analysis of variance was applied. The ANOVA result shows that the p-value of the factors of the Emotional Intelligence of the selected athletes is less than 0.05 and hence the F - value is significant at 5 % level. In order to determine which groups differs significantly, the post hoc mean comparison was obtained by applying LSD Test. The Post hoc Comparison of Means was applying by using LSD Test and the results shows that there exists a significant difference in the factors of Emotional Intelligence in between General Education and Athletes ($p = .039$) in Self Awareness, General Education and Athletes ($p = .010$) in Self Regulation, General Education and Physical Education ($p = .029$) and General Education and Athletes ($p = .001$) in motivation, General Education and Physical Education ($p = .017$) and General Education and Athletes ($p = .000$) in Total Emotional Intelligence Score respectively as their obtained "p-values" were less than 0.05 ($p < .05$). The existence of similarities in between these groups is prevalent in General Education and Physical Education ($p = .678$) and Physical Education and Athletes ($p = .069$) in Self Awareness, General Education and Physical Education ($p = .156$) and Physical Education and Athletes ($p = .194$) in Self Regulation, Physical Education and Athletes ($p = .201$) in Motivation, General Education and Physical Education ($p = .235$), General Education and Athletes ($p = .068$) Physical Education and Athletes ($p = .475$) in empathy, General Education and Physical Education ($p = .152$), General Education and Athletes ($p = .060$) Physical Education and Athletes ($p = .610$) in social skill and Physical Education and Athletes ($p = .056$) in Total Emotional Intelligence Score respectively as their obtained "p-values" were greater than .05 ($p > .05$). **Conclusion:** Additional research is needed to find out the real reason of similarities and difference exists in the present study to fulfill the gap between theoretical research and practice is to be bridged.

KEY WORDS: General Education, Physical Education, Athletes, Emotional Intelligence, self awareness, self regulation, motivation, empathy, social skill, total emotional intelligence scores.

INTRODUCTION

Sport psychology is defined as the application of the knowledge and scientific methods of psychology to the study of people in sport & exercise settings. The word psychology refers to the study of human behavior, and sport psychology denotes a sub category of psychology that deals with the behavior of athletes and teams engaged in competitive sports. Performance in sport is no longer dependent on physiological well-being of the athlete. It is well established by now that there are numerous psychological factors which effect and improve the physical performance. The psychological factors are individual differences among the athletes, personality, intelligence, attitude of the player, motivation, aggression, arousal and activation, anxiety, attention and concentration, mental imagery and group dynamics. These factors are effective to player's physical performance (Gawali & Pekhale, 2012). In the recent decades, attention has been raised to the mental health problems of college students and important factors that influence their psychological well-being (Yagoobi & Baradaran, 2011). Female players are significantly high spiritual health than the male players. And male players have significantly high emotional intelligence than the female players (Javeed, 2012). Stay motivated and setting a strong goals and targets is necessary for all the athletes and are contributing for prediction of performance for athletes (Wielinga et al., 2011). An exercise program stressing the components of muscular endurance and muscular strength increases self-concept. Physical exercise has been linked to good mental health and positive self-concepts (James, 1982). Austin et al. (2012) in their study stated that if the body is strong but the mind is weak, all physical gains are lost. Ruggedness, courage, intelligence, exuberance, buoyancies, emotional adjustment, optimism, conscientiousness, alertness, loyalty and respect for authority are Characteristics of the great athletes. Successful athletes did indeed possess more positive mental health characteristics and fewer negative mental health characteristics than the general population. Successful athletes were above the waterline (population norm) on vigor, but below the surface on the more negative moods of tension, depression, anger, fatigue and confusion (Gill, 1986). Perfectionist personal standards develop the goals setting and also help athletes to achieve their best possible performance (Stoeber et al., 2009). Little evidence was found for a relationship between emotional and academic intelligence. Academic intelligence was low and inconsistently related to emotional intelligence, revealing both negative and positive interrelations. Strong relationships were found of the emotional intelligence dimensions with the Big Five, particularly with Extraversion and Emotional Stability. Interestingly, the emotional

intelligence dimensions were able to predict both academic and social success above traditional indicators of academic intelligence and personality (Van der Zee et al., 2002). Gains and retention on physical fitness, knowledge and self-beliefs regarding goal setting. These results show that life skills training can be effectively implemented within a school physical education context (Goudas et al. 2006).

The emotional intelligence can enhance leadership performance, team cohesion, and coping with pressure (Bal et al., 2011). O'Connor & Webb (1976) studied stated that the significant differences were found to exist between groups (basketball, gymnastics, tennis, swimming and non sport athlete) on the factors of intelligence, radicalism, self-sufficiency and control. Participants with the lowest EI scores reported greater intensity of precompetitive cognitive anxiety than those with the highest EI scores. No other statistically significant differences were found among the groups. Further, EI components such as stress management, intrapersonal EI, and interpersonal EI were associated with precompetitive anxiety. Current EI measures provide limited understanding of precompetitive anxiety. A sport-specific EI measure is needed for future research (Lu et al., 2010). Likewise to be perfect in the sport one should have to be very good in psychological aspect as well as physically. The mental skills training approaches need to be evaluated if the gap between theoretical research and practice is to be bridged (Crust, 2008). So the researcher is very interested to know the present emotional intelligence level of the General Education, Physical Education and Athletes and to compare whether the selected sports have similar EI level or not and then to know which sport is having better Emotional Intelligence level.

METHODOLOGY

For the purpose of the study 47 General Education (both boys and girls), 66 Physical Education (both boys and girls) and 63 National level Athletes (both boys and girls) were selected. The age of the athletes were ranging from 17 to 27 year of age. For the assessment of the data on Emotional Intelligence Scale for Sport Persons (EISS) 2005 by Rajitha Menon A. & Dr. Jayashree Acharya (Sports Authority of India Bangalore) was used to assess the Emotional Intelligence level of the athletes. Descriptive statistics was used to find out the mental toughness level of the selected athletes and to examine the significance differences among the athletes of different sports on mental toughness One Way ANOVA was used and the hypothesis was tested at .05 levels of significance.

RESULTS

Table 1
Descriptive Statistics of selected athletes on various factors of Emotional Intelligence Scale

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
Self Awareness	General Education	47	22.66	3.60	.52	21.60	23.72	12	28
	Physical Education	66	22.91	3.20	.39	22.12	23.70	12	28
	Athletes	63	23.92	2.68	.34	23.24	24.60	18	28
	Total	176	23.20	3.17	.24	22.73	23.68	12	28
Self Regulation	General Education	47	19.72	4.33	.63	18.45	21.00	10	28
	Physical Education	66	20.92	4.66	.57	19.78	22.07	10	28
	Athletes	63	21.94	4.20	.53	20.88	22.99	12	28
	Total	176	20.97	4.47	.34	20.30	21.63	10	28
Motivation	General Education	47	19.94	4.15	.61	18.72	21.16	11	28
	Physical Education	66	21.71	4.03	.50	20.72	22.70	11	28
	Athletes	63	22.67	4.48	.56	21.54	23.79	13	28
	Total	176	21.58	4.34	.33	20.93	22.22	11	28
Empathy	General Education	47	21.32	4.40	.64	20.03	22.61	10	29
	Physical Education	66	22.26	4.24	.52	21.22	23.30	10	29
	Athletes	63	22.78	3.79	.48	21.82	23.73	10	28
	Total	176	22.19	4.14	.31	21.58	22.81	10	29
Social Skill	General Education	47	20.32	3.62	.53	19.26	21.38	13	28
	Physical Education	66	21.39	3.85	.47	20.45	22.34	13	28
	Athletes	63	21.75	4.19	.53	20.69	22.80	13	28
	Total	176	21.23	3.94	.30	20.65	21.82	13	28
Total Emotional Intelligence Score	General Education	47	103.96	10.61	1.55	100.84	107.07	78	126
	Physical Education	66	109.20	11.31	1.39	106.42	111.98	78	131
	Athletes	63	113.05	11.89	1.50	110.05	116.04	87	138
	Total	176	109.18	11.83	.89	107.42	110.94	78	138

The mean and standard deviation of the factors of Emotional Intelligence Scale for student without sports, physical education and students with sports are **Self Awareness** (22.96 ± 3.30), (24.67 ± 2.33) and (22.85 ± 3.86), **Self Regulation** (18.92 ± 3.50), (22.33 ± 4.30) and (22.04 ± 4.86), **Motivation** (19.50 ± 4.37), (24.33 ± 3.18) and (22.56 ± 3.98), **Empathy** (22.58 ± 4.08), (21.44 ± 4.36) and (22.81 ± 3.78), **Social Skill** (19.96 ± 3.74), (23.94 ± 3.39) and (21.22 ± 4.02) and **Total Emotional Intelligence Score** (103.92 ± 12.43), (116.72 ± 10.42) and (111.48 ± 13.16) respectively.

To compare the Emotional Intelligence of the selected sports athletes, the one way analysis of variance was applied and data pertaining to these have been presented in table 2.

Table 2
Comparison of selected athletes by applying one way analysis of variance

	df	Mean Square	Sum of Squares	F	Sig.
Self Awareness	2	26.01	52.03	2.634	.075
Self Regulation	2	66.01	132.02	3.391	.036
Motivation	2	101.27	202.55	5.673	.004
Empathy	2	28.85	57.71	1.693	.187
Social Skill	2	28.77	57.54	1.875	.156
Total Emotional Intelligence Score	2	1112.16	2224.33	8.641	.000

* The mean difference is significant at the 0.05 level.

The ANOVA result shows that the p-value of the factors of the Emotional Intelligence of the selected athletes is less than 0.05 and hence the F - value is significant at 5 % level.

In order to determine which groups differs significantly, the post hoc mean comparison was obtained by applying LSD Test.

Table 3
Post hoc Comparison of Means by using LSD Test

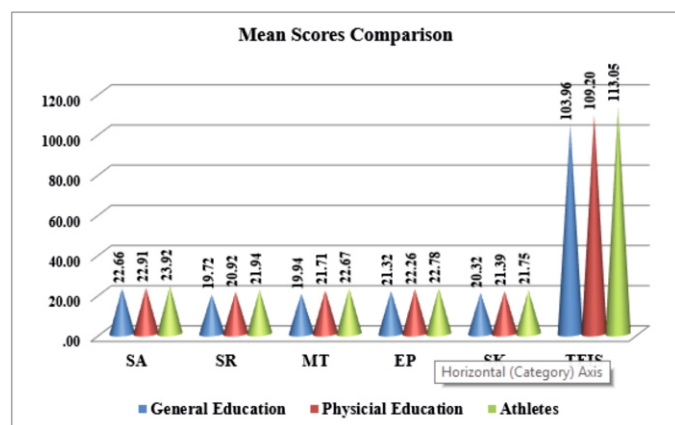
Dependent Variable	(I) groups	(J) groups	Mean Difference (I-J)	Std. Error	Sig.
Self Awareness	General Education	Physical Education	-.25	.60	.678
		Athletes	-1.26	.61	.039*
	Physical Education	Athletes	-1.01	.55	.069
Self Regulation	General Education	Physical Education	-1.20	.84	.156
		Athletes	-2.21	.85	.010*
	Physical Education	Athletes	-1.01	.78	.194
Motivation	General Education	Physical Education	-1.78	.81	.029*
		Athletes	-2.73	.81	.001*
	Physical Education	Athletes	-.95	.74	.201
Empathy	General Education	Physical Education	-.94	.79	.235
		Athletes	-1.46	.80	.068
	Physical Education	Athletes	-.52	.73	.475
Social Skill	General Education	Physical Education	-1.07	.75	.152
		Athletes	-1.43	.75	.060
	Physical Education	Athletes	-.35	.69	.610
Total Emotional Intelligence Score	General Education	Physical Education	-5.24	2.17	.017*
		Athletes	-9.09	2.19	.000*
	Physical Education	Athletes	-3.85	2.00	.056

* The mean difference is significant at the 0.05 level.

The Post hoc Comparison of Means was applying by using LSD Test and the results shows that there exists a significant difference in the factors of Emotional Intelligence in between General Education and Athletes ($p = .039$) in Self Awareness, General Education and Athletes ($p = .010$) in Self Regulation, General Education and Physical Education ($p = .029$) and General Education and Athletes ($p = .001$) in motivation, General Education and Physical Education ($p = .017$) and General Education and Athletes ($p = .000$) in Total Emotional Intelligence Score respectively as their obtained "p-values" were less than 0.05 ($p < .05$). This implies that in spite of similarities in nature of events there exist differences, or there are special requirements for participation in these sports.

The existence of similarities in between these groups is prevalent in General Education and Physical Education ($p = .678$) and Physical Education and Athletes ($p = .069$) in Self Awareness, General Education and Physical Education ($p = .156$) and Physical Education and Athletes ($p = .194$) in Self Regulation, Physical Education and Athletes ($p = .201$) in Motivation, General Education and Physical Education ($p = .235$), General Education and Athletes ($p = .068$) Physical Education and Athletes ($p = .475$) in empathy, General Education and Physical Education ($p = .152$), General Education and Athletes ($p = .060$) Physical Education and Athletes ($p = .610$) in social skill and Physical Education and Athletes ($p = .056$) in Total Emotional Intelligence Score respectively as their obtained "p-values" were greater than .05 ($p > .05$).

Figure 1
Comparison of mean scores of the various factors of Emotional Intelligence in pie diagram chart



Self Awareness (SA), Self Regulation (SR), Motivation (MT), Empathy (EP), Social Skill (SK), Total Emotional Intelligence Score (TEIS).

Mean of the groups with graphics on Self Awareness

General Education	Physical Education	Athletes
19.72	20.92	21.94
"Represent no significant difference between the means at 5 % level."		

Mean of the groups with graphics on Motivation

General Education	Physical Education	Athletes
19.94	21.71	22.67
"Represent no significant difference between the means at 5 % level."		

Mean of the groups with graphics on Empathy

General Education	Physical Education	Athletes
21.32	22.26	22.78
"Represent no significant difference between the means at 5 % level."		

Mean of the groups with graphics on Social Skill

General Education	Physical Education	Athletes
20.32	21.39	21.75
"Represent no significant difference between the means at 5 % level."		

Mean of the groups with graphics on total Emotional Intelligence Score

General Education	Physical Education	Athletes
103.96	109.20	113.05
"Represent no significant difference between the means at 5 % level."		

FINDINGS AND DISCUSSION

There is positive correlation between sport, emotional intelligence and happiness with mental health. The emotional intelligence factors predicted elite University student's mental health, significantly and showed that there are significant differences between sportsmen and non sportsmen college students in mental health, emotional intelligence, and happiness (Yagoobi & Baradaran, 2011). Sertbas (2013) stated that the total emotional intelligence level points of the students in the School of Physical Education and Sports are a little bit above the average. The creativity and emotional intelligence of basketball and volleyball player's (Ruikar & Wankhade, 2013). On the factor of intelligence, university players were found better than the college players in Basketball (Mariappan & Alexander, 2014). Javeed, in his study concluded that sportsmen have significantly high emotional intelligence than the non-sportsmen. The present results also shows a significant difference exists in the factors of Emotional Intelligence in between General Education & Athletes in Self Awareness, General Education & Athletes in Self Regulation, General Education & Physical Education and General Education & Athletes in motivation, General Education & Physical Education and General Education & Athletes in Total Emotional Intelligence Score. Femininity and intelligence were significantly lower for all athletic groups when compared with the nonathletic group. Hypochondriasis was significantly higher for all athletic groups, except swimmers, when compared with the nonathletic group (Slusher, 1964). Javeed (2014) in his study stated that sportsmen had significantly high emotional intelligence than the non sportsmen and also had significantly high self esteem than the non-sportsmen. Sports persons report higher mental health indexed in shape of life e.g. positive self evaluation perception of reality integration of personality autonomy group oriented attitude environmental competence overall than their non-Sports persons counterparts (Singh & Tiwari). These might be the reason for the significant differences exist between the groups.

(Stevenson, 1975) there is no valid evidence that participation in sport causes any verifiable socialization effects. The existence of similarities in between these groups is prevalent in General Education & Physical Education and Physical Education & Athletes in Self Awareness, General Education & Physical Education and Physical Education & Athletes in Self Regulation, Physical Education & Athletes in Motivation, General Education & Physical Education, General Education & Athletes in empathy, General Education & Physical Education & Athletes in social skill and Physical Education & Athletes in Total Emotional Intelligence Score respectively. There is lack of critical literature to bring to the conclusion for similarities exists between the groups. So it is highly needed to do further research to fulfill the research gap.

CONCLUSION

The present results shows a significant difference exists in the factors of Emotional Intelligence in between General Education & Athletes in Self Awareness, General Education & Athletes in Self Regulation, General Education & Physical Education and General Education & Athletes in motivation, General Education & Physical Education and General Education & Athletes in Total Emotional Intelligence Score. The existence of similarities in between these groups is prevalent in General Education & Physical Education and Physical Education & Athletes in Self Awareness, General Education & Physical Education and Physical Education & Athletes in Self Regulation, Physical Education & Athletes in Motivation, General Education & Physical Education, General Education & Athletes and Physical Education & Athletes in empathy, General Education & Physical Education, General Education & Athletes and Physical Education & Athletes in social skill and Physical Education & Athletes in Total Emotional Intelligence Score respectively.

Additional research is needed to find out the real reason of similarities and difference exists in the present study. And also concluded that involve in physical activity as well as participation in games and sports is also important for a student life to increase physical fitness as well as in the academic performance.

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